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ABSTRACT

Establishing the feasibility of year-round camping and outdoor education programs for the mentally retarded within the northern United States (above the 40 degree parallel), this study examines the literature, the proposed program, and evaluation methodology. It is concluded that (1) outdoor education programs require the cooperation of both professional and voluntary national, state, and local agencies; (2) outdoor experiences are important components in the "growing up" process; (3) outdoor education programs provide one of the few areas in which it is still possible to gain firsthand information--a "learning by doing" process; (4) both informal and formal classes are necessary; (5) ample resource material is available; and (6) because of the informal method of conducting outdoor education classes, each student may progress at his own rate. Among the recommendations are that (1) programs utilize natural local facilities fully and maintain content relationships between formal and informal settings; (2) program innovation is essential; (3) traditional institutional atmospheres be removed; and (4) programs integrate the mentally retarded with other members of society living within the community. The document also provides a list of the states considered and their Federal, state, and local organizations and agencies actively involved in outdoor education, a list of residential camping programs for the mentally retarded (163), a list of resource materials, and an 18-item bibliography. (MJB)

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A YEAR-ROUND CAMPING AND OUTDOOR EDUCATION CENTER

FOR THE MENTALLY RETARDED

IN THE NORTHERN LOCALITY OF THE UNITED STATES

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PREFACE

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Eighteen years in the field of recreation for the mentally retarded.

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I. INTRODUCTION

Year-round camping and outdoor education may be a practical venture in some of the stable warm climate sections of the United States of America.

Such programs conducted over a continual twelve month period in states located in the northern geographical area of the United States may be considered sheer folly. The majority of these states, with the possible exception of the coastal states, experience long, cold winters with "mountains" of snow and ice. Even the tenacious bears in this region are smart enough to sleep out the winters in hibernation. As long as we are considering such foolhardy adventure, why not include Alaska?

All of this may be well and good for a few hale and hearty individuals, but then we go completely "out of our tree" by even suggesting exposing the mentally retarded to such inhumane treatment.

To each of the above statements, I answer: "Why not?"

II. STATEMENT OF THE PROBLEM

Is it feasible to conduct a year-round camping and outdoor education program in the northern locality of the United States?

If so, is anything to be gained by proposing such a program for the mentally retarded?

- - - - - -

For purposes of geographical identification, the area being considered in this study constitutes the states lying above the 40° parallel in the United States:

Connecticut	Michigan
Idaho	Minnesota
Illinois (Northern)	Montana
Indiana (Northern)	Nebraska
Iowa	New Hampshire
Maine	New Jersey
Massachusetts	Rhode Island
New York	South Dakota
North Dakota	Vermont
Ohio (Northern)	Washington
Oregon	Wisconsin
Pennsylvania	Wyoming

III. REVIEW OF THE LITERATURE

Considerable literature has been published pertaining to programs of camping and outdoor education. We delimit the topic considerably when searching for such programs related to the mentally retarded. We practically extinguish the literature by considering a year-round program of camping and outdoor education for this segment of our population. The topic is narrowed down even further by indicating our interest for such programs in the northern locality of the United States.

The writer has been informed by several authoritative sources that, to the best of their knowledge, no year-round camping or outdoor education programs are presently being conducted for the mentally retarded in this region.

Does this discourage us from further pursuing the matter? I think not. On the contrary, it provides us with the impetus to accept the challenge, grateful for the opportunity to be somewhat innovative with a program designed for a particular segment of our society.

A. Philosophy of Outdoor Education

Outdoor education implies a basic knowledge, love, and understanding of the wonders of nature -- and the many activities related to the great outdoors. Basically two types of programs are necessary: the formal, or classroom, setting; and the informal, or fieldwork, program. This is not to presuppose one as more important than the other. To be effective, the two must necessarily be closely coordinated. Let it be noted, however, that without the practical application in the field, of material covered in the classroom, a fundamental learning process is bypassed.

Millions of youngsters in large metropolitan "forests" seldom have an opportunity to see nature; seldom get a chance to touch the outdoors.

> Isaiah knew the value of solitude and the need for areas where man could associate with nature when he sounded his warning centuries ago in his book of the Bible (Isaiah 5:8): "Woe unto them that join house to house, that lay field to field, till there be no place that they may be placed alone in the midst of the earth."
>
> (Freeberg & Taylor, 7: p.271)

Several noted authorities in the field have expressed a philosophy of outdoor education in a most precise manner.

L. B. Sharp (13: introduction) outlines the following philosophy:

> Outdoor education is a common sense method of learning. It is natural; it is plain, direct, and simple.
>
> This realistic approach to education rests squarely upon the well-established and irrefutable principle of "learning by doing."
>
> Scientific research and psychological testing have been going on for many years to determine how learning actually takes place. Not only was the Dewey theory of "learning by doing" established as sound; it was also proved that through direct experience, the learning process is faster, what is learned is retained longer, and there is greater appreciation and understanding for those things that are learned at firsthand.
>
> Thus it becomes crystal clear that much of what is called for in the standard curricula can most effectively be learned in the out-of-doors. Moreover, learning in the open is a mutual process. In the classroom, subjects tend to become artificially separated from one another, as do pupils from teachers. Regaining touch with the real world leads to their becoming reunited. People and things are seen in their true relationships; facts and ideas that are most important emerge in perspective.

Freeberg and Taylor (7: pp. 325-326) state:

> Living close to nature the children are brought to a realization of the true picture -- man is just another link in the wonderful balance of nature. He uses the same environment and utilizes the same basic biological, chemical, and physical process. The air he breathes is also being used and reused by other organisms. The oxygen he needs for life has just been released by the surrounding plants. The food and clothing he needs are derived from plants and animals. Heat and light from the sun is used by all living organisms, not just man.
>
> Conservation education approached in this manner brings a new insight into the relationship of man and nature and develops a reverence for those things beyond man's power to control.

Considerable material could be included in this section about the philosophy of outdoor education. The purpose, however, is to state a few established beliefs as a setting for the continuation of our study. It may be appropriate to conclude this portion with

the following statement by Julian W. Smith: (16: pp.5-6)

> Simply stated, outdoor education is "learning in the out-of-doors." "Outdoor education" embraces those learning activities of children and teachers that deal directly with the natural resources and life situations that are found in an outdoor setting.
>
> The wholeness of nature, the simplicity and realness found in the outdoors, are conducive to direct learning. Beginning with the purposes, interests, and needs of children, exploration and adventure lead to learning. All the senses can be utilized more easily in direct experiences in the outdoors. In the woods and on the trails, things are learned by seeing, feeling, hearing, and smelling. Children are realists and adventurous; and, when they are participating in an activity planned by the group, they are enthusiastic learners.

B. Implications for Mentally Retarded

The writer has found no better atmosphere as conducive to counseling a mentally retarded individual than in the aesthetic setting of a camp. A well-structured program of outdoor education can make an average camping program an outstanding one.

A program of camping and outdoor education need not be limited to a particular season of the year. What better classroom do we have than the one provided by nature herself? Should we not be taking more advantage of the four-season year-round program?

Luther Burbank once said:

> "Every child should have mud pies, grasshoppers, water-bugs, tadpoles, frogs, mud-turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, brooks to wade in, water-lilies, woodchucks, bats, bees, butterflies, various animals to pet, hay fields, pine cones, rocks to roll, sand, snakes, huckleberries, and hornets; and any child who has been deprived of these has been deprived of the best part of his education."

> If the experiences described by Burbank are so vital to the normal child, how infinitely more important they are for the handicapped child. The healing magic of nature's world may not cure a cardiac condition or alleviate rheumatoid arthritis, but it can do much to soothe an aching spirit, quiet an emotionally disturbed child, and offer a new world to the blind, deaf, or mentally retarded. The therapeutic value of outdoor education comes from simply being out of doors, living at an unhurried and unharried pace, learning whatever new skills one is capable of performing, experiencing an entirely new series of activities, or relearning valuable skills which have been forgotten through disuse.
>
> (Fait, 5: 1967, P.286)

The writer continually experiences the feeling among the mentally retarded of wanting to love and be loved, of wanting to be needed. Frustration in failure, however, has oftentimes left them stereotyped. They usually would rather not attempt a new activity and often take the approach: "You go ahead, I'll watch." Failure in the past, coupled with the antagonizing desire of wanting to be included, presents a situation of great challenge to those working with the mentally retarded. Lack of consistent participation in small group activities, as experienced by the normal child, leaves the retarded child socially immature.

The values of outdoor education for the mentally retarded are many. Smith (14: 1967) points this out extremely well in stating:

> Outdoor experiences are important components in the "growing-up" process. It can no longer be taken for granted that, somehow, today's children will have opportunities for outdoor learning and living. Outdoor education must be planned and be a part of the process of education. While such programs as described are not a panacea for the ills of society, outdoor education of this generation of children and youth, who, like their forbears, may find "great good places" close to the land and under open skies.

Many of the opportunities for nature-related play activities can be an important part of outdoor education for children. In the past, little imagination has been shown in the development of school sites and park areas that would help develop outdoor interests and skills as well as contribute to physical growth of children. Some fine activities are: simple nature trails, trees to climb; bridges to cross; swinging ropes that resemble natural vines; small caves; shallow streams and pools for wading and floating toy boats; fishing ponds; cement or plastic models of animals of the area; and tree houses. A small area for a "rumpus room", where children may construct simple shelters and work on camp crafts, could be planned. These and similar facilities would excel and be more popular with children than most of the mechanical gadgets and apparatus usually found in city playgrounds and parks and would stimulate outdoor interests and appreciations.

The mentally retarded are all too often excluded from normal play activities in the sheltered life they usually live. How often do we look upon their handicap from a negative point of view? They can't do this, they can't do that. The philosophy that we must protect them "for their own good" may be overplayed a bit. Is this an honest approach or are we really saying: "I'm not sure just what we should do with them, or how we should do it!" Perhaps more positive thinking on our part would open up many new avenues by allowing the retarded more freedom of expression.

Eckbo (4:1964) makes the following interesting statement:

> Children need adventure, safe scares, limited hazards, complex climbers, junk yards, castles and caves, water, and unpredictability. Play should be experimental, not set; risky, not secure; a frontier of normal life - a release from frustrations.
>
> Research has shown that children like a green world, and the most enduring recollections carried over by adults are landscape elements such as trees, grass, and water remembered from their childhood. Most playgrounds, even the most modern, are hard, barren, and dreary in character.
>
> Children love to pretend. Take that apparatus we put together which adults can describe only as "The Thing". It does not look like anything any adult would use, but to one child it is a space ship; to another, a high fish; to two girls, a castle; and to

> all of them, it is rampart with opportunities to slide, hide, crawl, jump, climb - - and pretend.

We run the risk of implying that everything must be done <u>for</u> the retarded, with little concern for his personal interests. This is neither feasible nor practical. Possibly far too many people believe this is necessary; we have to take them every step of the way. It is very possible to "over-help" the retarded. We are doing a definite injustice to the individual with this approach, and make them entirely too dependent upon our support. Our obligation to the mentally retarded is to help him to function as independently as his capabilities will allow. With encouragement and leadership, the retarded individual can achieve in many activities which will develop his self-confidence, his social attitude, and give him much needed recognition.

Although not written specifically for the mentally retarded, how appropriate is the following statement by Freeberg and Taylor:

> The child should learn in a natural setting those things which have value to him and which he can use for some specific purpose. True learning is "whole-hearted", is fun, and is purposeful. Experience learning tends to fuse subjects, activities, or units or work into a more meaningful whole. In most cases, learning is more effective in activity, in doing or making things rather than abstract study far removed from practical usage.
>
> The aesthetic beauty, the deep appreciation for nature, the feeling of complete humbleness, the wonderment, the pondering, the full trust and belief, the joy, the complete relaxation, the simplicity, the complexity, the magnitude, the relationships, the belongings, all are a part of the intellectual, emotional, and spiritual learning that comes as a result of direct experience with nature. Most of these experiences are not possible in a classroom no matter how skillful a teacher may be. These experiences are a necessary part of life and, with proper direction from the teachers, each student can share in the learning process.

Because of the informal method of conducting an outdoor education class, each student may progress at his own rate or according to his own capacity. Since the store of material is boundless, the brighter student is constantly challenged to solve more of its mysteries by questioning, by experimentation, and by advanced research and study. On the other hand, since there are no definite requirements, the slower students do not feel that they are lost before they begin, but rather, each may start at his own level and advance as far as his capabilities will allow. Then, too, since he is dealing with things that may be seen, felt, or heard, things that appeal to his physical senses, he will probably be motivated to a higher degree than he will be by abstract and formalized instruction.

For these reasons, informality is one of the most important advantages of the outdoor education method. Because of it, learning becomes a natural process, almost an involuntary action, rather than a requirement that one struggles to attain.

Another aspect of simultaneous learning is learning to live better through associations with others. Not only do the pupils have the opportunity to practice social skills in this environment, but the teacher also learns more about them. The informality brings out the best in the shy classroom individual. Emotional problems are more adequately dealt with as they often are more easily recognized by the teacher

Many teachers are over anxious to teach facts and connot stand to see their students "waste time" by their trial and error methods. They would rather give them the answer. Mistakes should be considered as part of the learning process. Students are too often robbed of a chance to learn by examining and improving upon their own errors. (6: pp. 112-114, 118, 120)

There is considerable implication for programs in outdoor education for the mentally retarded, as indicated by Julian W. Smith (15: pp. 116-117) when he says:

> The potential for learning in the outdoor classroom is great, for the best that is known about learning can be put in practice. Realism, problem-solving, exploration and adventure, and the use of all the senses are featured in such a learning laboratory.
>
> A helpful device in planning outdoor experiences is to conceive the camp setting as another school laboratory. Pupils and teachers go to the outdoors to have certain experiences just as they go to the library or the science room, the bank, or the post office. The emphasis is consistently on direct and real experience as opposed to second-hand or vicarious ones.

We cannot look upon the purpose of recreation and/or outdoor education for the mentally retarded as primarily one of skills training in various areas of games, relays, contests, sports, crafts, music, nature activities, etc. True, these are the "tools of the trade", but are they our primary objective? Our major concern must be in the development of social skills. The degree of proficiency attained in a given activity by a retarded individual is secondary, although it is a most important following objective.

> There are always possibilities for producing some creative work in outdoor education. There are so many new things to see and so many opportunities for self-expression. It is not necessary for the student to produce a masterpiece or to create things that call for attention. The important thing is that they receive the inner reward that is so enriching when they do something new and different. It is also important that students be encouraged to continue in any creative activity that comes as a result of a directed experience. The major emphasis to the student in this learning situation is upon appreciations, understanding, and self-expression in terms of their relationships to the physical environment. There is less emphasis placed upon mastery of techniques, skills, and factual information. The latter are included, to be sure, but only as a means to an end and not as ends in themselves.
>
> (Freeberg and Taylor, 6: 124)

C. Facilities and Resources for Outdoor Education

Outdoor education can be made available to all children and youth only if the agencies concerned with education and those having the responsibility for the custody and management of natural resources are the "team" and mobilize their efforts. State and national governmental agencies of education and conservation should lead the way by joint action in making leadership and facilities available in helping schools and colleges, together with professional and voluntary youth serving agencies. The same cooperative pattern is even more important at the community level. In many outdoor programs, the harmony and cooperation is so complete that the identification of educators, con-

servationists, recreationists, and youth leaders is lost when operating on local action programs. Among the many Federal, state, and local organizations and agencies actively involved in outdoor education efforts of the various states are:

National:

American Association for Health, Physical Education, and Recreation
Audubon Society
American Camping Association
Isaac Walton League
National Conference on State Parks
National Congress of Parents and Teachers
American Forestry Association
National Recreation and Parks Association
Boy Scouts of America
Girl Scouts of America
National Education Association (Many of the departments)
National Association of Angling and Casting Clubs
National Association of Secondary-School Principals
The National Rifle Association
The Sporting Arms and Ammunitions Manufacturers' Institute
The Associated Fishing Tackle Manufacturers
The Outboard Boating Club of America
American Red Cross

Federal:

National Parks Service
National Forest Service
U. S. Geographical Survey
National Wildlife Federation
U. S. Army Corps of Engineers
President's Council for Fitness of American Youth
Office of Education

State:

State office or Department of Public Instruction
State Library
Department of Conservation, Department of Natural Resources
State Forest Commission or Department
State Game and Fish Department or Commission
State Highway Department
State Park Department or Commission
State Beach Commission
State Inter-Agency Council for Recreation
State Land Use Committee

State Health Department
State Police or Highway Patrol
State Department of Economic Development
State University and State College Extension Departments
State Historical Commission
Inter-State Waterways Commission
Conservation-Education Association
Board of Commerce and Trade
Soil Conservation Service
State Camping Association

Local:

County Sanitarian
Sportsman's Clubs
Garden Clubs
Citizens' Development Committee
Metropolitan or County Park Authorities
Civic and Service Clubs
Affiliates of State Recreation Associations
Sheriff and Police Departments

Local Agencies:

4-H Clubs
PTA Clubs
YMCA and YWCA
American Red Cross
The Grange
Historical Society

The preceding taken from: (Smith, 13: pp. 98-99)

D. Present Camping Programs for the Mentally Retarded

The National Association for Retarded Children added camping to their program at their national conference in Philadelphia in 1958. This occurred because many local associations were operating camps and requested that they be given a chance to discuss their mutual problems.

> An outstanding example of camping for the mentally retarded is conducted at the Egyptian Camp for the Mentally Retarded at Southern Illinois University. Mentally retarded campers are referred to the camp by the Egyptian Association for the Mentally Retarded. The program is conducted by the Recreation and Outdoor Education Department for a two-fold purpose -- providing leadership experience for teachers and others who plan to work with the handicapped and to provide a unique opportunity for the mentally retarded to live and learn in the out-of-doors.
>
> (Freeberg and Taylor, 6: p.406)

The following material is compiled from the Directory of Residential Camps Serving the Mentally Retarded (11: NARC).

A total of 163 different residential camping programs for the mentally retarded are listed in this directory over our twenty-four state area. These programs range in length of duration from three days to sixteen weeks. The largest concentration of programs conducted fall into the one week, two week, and eight week periods. A variable in the following chart is the failure of eleven of the 163 programs in indicating the length of their particular season.

3 Days	XXXXX
4 Days	X
1 Week	XXXX

The following chart indicates the rank order of frequency of separate camping programs for the mentally retarded conducted in each of the twenty-four states:

New York	29 Programs
Pennsylvania	18 Programs
Michigan	13 Programs
New Jersey	11 Programs
Washington	10 Programs
Massachusetts	9 Programs
Iowa	8 Programs
Minnesota	7 Programs
Indiana (Northern)	7 Programs
Wisconsin	6 Programs
Illinois (Northern)	6 Programs
Connecticut	4 Programs
Maine	4 Programs
North Dakota	4 Programs
Ohio (Northern)	4 Programs
Rhode Island	4 Programs
Idaho	3 Programs
Nebraska	3 Programs
New Hampshire	3 Programs
Oregon	3 Programs
Wyoming	3 Programs
South Dakota	2 Programs
Vermont	2 Programs
Montana	1 Programs

E. Camp Standards of the American Camping Association

The American Camping Association Committee on Camp Standards has formulated excellent standards which are applicable to camps of various purposes and objectives. It is well for outdoor education staffs to keep these standards in mind in evaluating camp programs. Certainly these standards are not limited in scope to a particular segment of our population. Let us keep in mind the implications for the mentally retarded as we enumerate the following, set by the American Camping Association (1):

1. The Camp should develop objectives in the following areas:
   a. Outdoor living.
   b. Fun and adventure.
   c. Social adjustment -- for example, the development of independence and reliability, ability to get along with others, and values in group living.
   d. An understanding of individuals and groups of varied backgrounds.
   e. Improvement of health.
   f. Skills and appreciation, particularly as related to the out-of-doors.

2. The program should be so planned, administered and supervised as to lead to the achievement of the general objectives of camping and the special objectives of the particular camp. It is recommended that these objectives be stated in writing.

   Essentially, the program should be related to the central theme of living together in a natural environment and learning to enjoy the out-of-doors.

3. Within the general framework of the program, there should be opportunity for co-operative planning of activities by campers and camp staff and an opportunity for some choice of activities by individual campers.

4. Program activities should be geared to the ages, abilities and interests of camps.

5. The program should provide opportunity for individual activity, for rest and quiet, for small group activity, and for occasions involving the whole camp.

6. The pace, pressure and intensity of the program should be regulated so that campers will have time for leisure and can participate in activities of their own will and at their own tempo.

7. The program should include occasional parent-participation activities and/or other techniques to strengthen family relationships and parent understanding of program objectives.

8. Camps designed to offer a general program in camping should include a variety of situations in which the campers will have an opportunity:

    a. To acquire a feeling of competence and to enjoy himself in the natural outdoor setting through camp skills and other activities common in camp life.

    b. To participate in group projects, special events, and ceremonies, and social activities.

    c. To share in the care and improvement of the camp.

    d. To increase his knowledge and appreciation of the world in which he lives.

    e. To learn his relationship to his camp environment through activities designed to promote such understanding.

    f. To participate in the planning and preparation of meals.

    g. To create spiritual responses to camping experiences.

9. The tent or cabin camper group should be small (not more than eight in number for children eight years old and over, not more than six for younger children) and should have a counselor.

10. Supervisory and living units or sections should be organized on a homogeneous basis (age or otherwise, and should consist of not more than 40 campers.

F. Teacher Preparation

The feeling of frustration in failure often exhibited by a retarded individual should clearly point out the necessary role to be taken by the teacher. As previously mentioned, social skills must be developed. Before this can usually be accomplished, however, we must strive to instill within the individual a feeling of self-worth. We may look at this also as the establishment of self-confidence. It is important to note that before confidence of self with the retarded can be strived for, confidence by the retarded in the teacher, instructor, or leader must be accomplished. The quality of leadership exhibited by the teacher or instructor will truly determine the success of programs. It is much more than just knowing the rules of the game. It is in knowing <u>why</u> we select a particular activity for a specific group of individuals we are working with.

Julian W. Smith (17: pp. 109, 110, 121, 126, 129) gives us the following essentials in a program for leadership in outdoor education:

> A generation or two ago, many families had an intimate relation with animals. A cow, a horse, a pig, chickens, ducks, geese were common appendages to the household. Growing youngsters knew these animals, their needs, their life cycles, and their contribution to man's economic system.
>
> In those days, the words which students in school read in their books had roots in reality. They reached back into the experiences which the youngster had as he grew to maturity. Today this is all quite different.
>
> Extensive mobility has made it possible for the family to extend itself geographically. The child of today probably sees

more of the surface of the earth than his father or grandfather did, but the acquaintance is not one of depth. For knowledge about the roots of things -- for insight with depth of meaning, he must rely upon symbols or images. Sometimes it is the written word, sometimes a picture. Now it may be the talking, moving picture on the screen. These devices extend the breadth of vision. but they may not deepen the understanding. Unless these devices are supplemented by first-hand experience in depth, learning may still be surface knowledge with little opportunity for combining knowledge into related wholes.

Because the modern child, especially the city child, does not have the opportunity to experience the things he is expected to learn about in their natural setting, his education often is artificial and lacks depth of meaning. Since the family no longer provides these experiences, the school and the teacher must do so as best they can.

There is little or nothing in the certification laws and regulations that require a teacher to have first-hand knowledge of his subject. Courses and credits based largely upon symbolic answers suffice to meet most certification requirements. The teacher learns from a book which was written by someone who read other books. The actual contact with reality is, therefore, far, far removed.

Those who have ever worked with teachers, or young people preparing to be teachers, in a natural environment will testify as to their naivete about some of the basic facts of life about which they are expected to teach. Teachers who have verbalized about a subject for years, when confronted with the real thing, will not recognize it.

The essentials in a program for leadership in outdoor education should include an understanding of human growth and development and the learning process, the ability to interpret the outdoors as a learning laboratory, techniques and understandings needed in teaching in an informal outdoor setting, and skills and appreciations for enjoying the outdoors.

An effective teacher leads from courage rather than from fear. She is guided largely by the purposes of children rather than from those of adults. She "plays it by ear" and leads toward the child-centered goal rather than from the stereotypes of her society. Where, in our American culture, can she gain this courage to perform effectively? Certainly not from reading books and listening to lectures, or from practicing in the classroom, controlled as it is, by cultural stereotypes and cliches as well as by adult-planned courses of study. In fact, our highly organized society presents few opportunities whereby a student teacher

can get experience with a group of children in a "free" situation. The school camp can provide this opportunity and is gaining in favor as a training locale for teachers and other group leaders.

For the past ten years, Southern Illinois University has included outdoor education as an integral part of its higher education program. Subscribing to the educational principle that people learn by doing and that information when actually experienced is more meaningful and the individual will retain it longer, the Recreation and Outdoor Education Department, in cooperation with the teacher education program of the College of Education, provides many opportunities for students to "learn while living" out-of-doors.

The importance of teacher preparation is further indicated by Freeberg and Taylor (7: p. 70) as they state:

> The role of the leader in education is twofold -- instruction and guidance. Teaching children techniques of learning, teaching them various skills of work and play, helping them master the necessary outdoor education skills and guiding them in the selection of activities is good leadership. The leader discovers talents, sets the mood, enters into work and play with children, and gives recognition and praise for their own developmental level and seeks to guide them into activities in terms of their needs, interests, and abilities.

G. Laws Relating to Education of the Mentally Retarded

The following are laws relating to the Minnesota Public School System. Such were enacted in 1965 and are presently in effect:

> 120.03 HANDICAPPED CHILDREN, DEFINED. Subdivision 1. Every child who is deaf, hard of hearing, blind, partially seeing, crippled or who has defective speech or who is otherwise physically impaired in body or limb so that he needs special instruction and services, but who is educable, as determined by the standards of the state board is a handicapped child.

Subd. 2. Every child who is mentally retarded in such degree that he needs special instruction and services, but who is educable as determined by the standards of the state board, is a handicapped child.

120.04 TRAINABLE CHILDREN, DEFINED. Every child who is handicapped to such degree that he is not educable as determined by the standards of the state board but who can reasonably be expected to profit in a social, emotional or physical way from a program of teaching and training is a trainable child.

120.17 HANDICAPPED CHILDREN. Subdivision 1. Special instruction for handicapped children of school age. Every district and unorganized territory shall provide special instruction and services for handicapped children of school age who are residents of the district. School age means the ages of four years to 21 years for children who are deaf, blind, crippled, or have speech defects; and five years to 21 years for mentally retarded children; and shall not exceed beyond secondary school or its equivalent.

Subd. 2. Method of special instruction. Special instruction and services for handicapped children may be provided by one or more of the following methods:

(a) Special instruction and services in connection with attending regular elementary and secondary school classes;
(b) The establishment of special classes;
(c) Instruction and services at the home or bedside of the child;
(d) Instruction and services in other districts;
(e) Instruction and services in a state college laboratory school or a University of Minnesota laboratory school;
(f) Instruction and services in a state residential school or a school department of a state institution approved by the commissioner; or by any other method approved by him.
(g) Instruction and services in other states.

120.18 TRAINABLE CHILDREN. Subdivision 1. Special instruction for trainable children of school age. Every school district and unorganized territory may provide special instruction for trainable children of school age who are residents of such district or unorganized territory.

Subd. 2. Methods of special instruction. Special instruction and services for trainable children may be provided by one or more of the following methods:

(a) The establishment and maintenance of special classes;
(b) Instruction and services in other districts;
(c) Instruction and services in a state college laboratory school or a University of Minnesota laboratory school;

(d) Instruction and services in a state residential school or a school department of a state institution approved by the state department of education;
(e) By a program of homebound training, teaching and services; or by any other method approved by the state board of education.

124.32 HANDICAPPED CHILDREN. Subdivision 1. The state shall pay to any disttict and unorganized territory:
(a) for the employment in its educational program for handicapped children, two-thirds of the salary of essential professional personnel, but this amount shall not exceed $4,000 (increased to $4,400, May 24, 1967) for the normal school year for each full-time person employed or a pro rata amount for a part-time person or a person employed for a limited time, including but not limited to summer school;
(b) for the employment of an individual jointly with another district or districts or unorganized territory in its educational program for handicapped children, two-thirds of the salary of essential professional personnel, but this amount shall not exceed $4,000 (increased to $4,400 May 24, 1967) per annum for each full-time person employed, for a limited time including but not limited to summer school.

Subd. 2. The state shall reimburse each district or unorganized territory for supplies and equipment purchased or rented for use in the instruction of handicapped children in the amount of one-half of the sum actually expended by the district or unorganized territory but not to exceed $50 in any one school year for each handicapped child receiving instruction.

Subd. 3. When a handicapped or mentally retarded pupil cannot be transported on a regular school bus, the state shall reimburse each district or unorganized territory for the transportation or board and lodging when approved by the state board, at rates to be determined by the state board. Actual transportation costs may be reimbursed but shall not exceed $225 annually for each such pupil. Transportation funds may be used to reimburse for expenditures in conveying mentally retarded or otherwise handicapped pupils between home and school and within the school plant.

When it is necessary to provide board and lodging for a nonresident handicapped pupil in a district maintaining special classes, reimbursement may be made for the actual cost of board and lodgings but not to exceed $900 per annum. This amount may be in addition to the reimbursement for transportation of such child from the place where the pupil is boarded to the school building.

H. What Do Others Say?

The writer has received several personal letters, relative to this study, from individuals in the field of camping and/or outdoor education. Following are excerpts from same:

> ...The kind of camping you describe is certainly wonderful and is growing throughout the United States. I personally do not know of any year-round experiences of this type. However, I can see every evidence of great need for them and certainly want to congratulate you for seeing this and doing something about it....
>
> Ernest F. Schmidt (12)

> ...It was good hearing from you and to learn of further progress on the camp and to see the outline of the paper. Do keep us posted on the progress of developing the camp site and introduction of the program for there are many people around the country who would like to know more about the success of your venture.
>
> Your research paper certainly should reflect the need for programs and facilities. This will be particularly new and innovative for residential facilities since so few think in terms of year-round camping, especially in the northlands. There are people who have talked in terms of this type of program -- winter camping, family camping, outdoor education for school populations -- but few have done much about it. Those who have done a little have usually concentrated on day camping for the program and not had the opportunity to provide the comprehensive program you have in mind....
>
> Julian U. Stein (18)

> ...I am pleased to learn that you are interested in developing an outdoor education program for mentally retarded pupils. In my opinion, your proposal has considerable merit and should be pursued. Outdoor education can be conducted in the winter, as well as during the warmer seasons. Winterized facilities would make it possible to conduct a winter program....
>
> Carl Knutson (9)

> ...I was glad to hear that you were doing a study on therapeutic camps. I see no reason why a year-round camp program could not be conducted in Minnesota. It does mean, of course, that you will have to have facilities that are properly adapted

to winter use. The people in outdoor education sometimes say that the winter period is the most desirable for some of the outdoor recreation activities....

Reynold E. Carlson (3)

...Your project idea is not only interesting but also a very important one. More and more educators are coming to realize that a well-conceived recreational camping-outdoor education program can be a great asset in the lives of mentally retarded children.

I have had experience teaching in an institution for the mentally retarded and feel very strongly that education for these children must be provided not only in, but also outside, the confines of the classroom.

If I may be allowed to voice a word of caution as you embark on the development of your proposed program: Any out-of-doors educational program ought to begin in the classroom. Much interaction needs to take place between the recreation, P.E., and education people. If such dialogue is absent, what starts out as a good recreational-educational program soon degenerates into just another waste of time....

James B. Andrews (2)

...For seven years I directed residential camping programs for mentally retarded in Kentucky. This past summer I directed an enrichment program for severely and profoundly mentally retarded at Children's Colony, Conway, Arkansas. Educators and administrators there were so convinced of the benefits of outdoor education for their residents as was evidenced by our successes with swimming programs, day camping, and residential camping that next summer they propose to do away with their summer school program as such and have outdoor education programs instead....

Dorothy Harkins (8)

IV. THE PROGRAM

The outdoor education program should provide activities, conditions, and situations favorable to the continuous growth and progress of each individual student. Since learning in the out-of-doors is informal, every area of learning is open for adaptation, innovation, and change, all of which are essential to the interests and enthusiasm of the students. The program director has a responsibility of seeing that the program allows for progressive levels of attainment and offers continuity for those students with sustained interests.

> In addition to progressiveness and continuity within an activity, there should be continuity among activities. It is an accepted fact by leading educators that a multi-discipline approach is the only practical way of solving human problems. Students should see the many relationships among various areas of human life. Outdoor education is unique in that it has the opportunity to teach this relationship firsthand. For integration of learning is the very essence, the very heart of an outdoor education program.
>
> (Freeberg & Taylor, 7: pp. 67-68)

We are now to the point in our study where we get into the nuts and bolts of what the program of outdoor education really consists. A review of the literature pertaining to programs of outdoor education furnishes us with the following suggested subject matter and resource material.

More resource material could be added to this section. The intent, however, is not to overburden the reader with such listings, but to point out the availability of such material as well as to provide a nucleus for program development.

One may look at the suggested program and say: "Isn't this too sophisticated for the mentally retarded?" Perhaps it is, in its unaltered form. But again, isn't the criterion of a good leader, teacher, or instructor one of being able to see modifications, improvisations, and adaptations for a particular group of individuals he is working with. If we attempt to follow the "rules of the game", for example, too explicitly with the mentally retarded, we will often find ourselves lost before we start. If we are also looking for "pat" answers or exacting ways of doing things, we will likewise make little progress. We are instructing individuals, not merely teaching a subject.

OUTDOOR EDUCATION

OUTDOOR LIVING SKILLS

Subject Matter	*Resource Material
TENT CAMPING	B - The First Book of Camping; C. E. James, $2.65, Watts FF - Wilderness Encampment FF - Family Camping FF - Thousand Island Summer FF - High Country Holiday FL - Vacation Guide (88-page illustrated guide) FL - Who Is Howdy? (Booklet on clean campgrounds)
MAP READING	FL - Topographic Maps (Leaflet)
COMPASS READING (including compass course)	FL - Elementary Map and Compass Instructions (Pamphlet)
AXEMANSHIP	B - Complete Book of Camping; Leonard Miracle and Maurice Decker, $4.95, Harper
TRAPPING AND SNARING	FF - Tennessee Cotton Tail
ADEQUATE DRESS FOR THE SEASON	
ESTIMATING DISTANCES	
GAME LAWS	Local Game Warden
BUILDING SHELTERS	B - The First Book of Camping; C. E. James

- -

* Resource Material: FL = Elementary Teacher's Guide to Free Curriculum Materials

FF = Educator's Guide to Free Film

B = Book

NOTE: FL and FF are obtainable from Educators' Progress Service, Box 497, Randolph, Wisconsin.

DRESSING OF GAME AND FISH	FF - How to Fillet Fish
OUTDOOR COOKING	FF - Cook Yourself a Smile (Rabbit) FF - Over the Backyard Grill FF - Outdoor Fish Cookery FF - With All Good Wishes FL - Campfire Safety (Pamphlet) FL - Check List to Prevent Fires (Pamphlet)
KNOT TYING	FL - Knots and Their Uses (Booklet) FL - Useful Knots and How to Use Them (Booklet) B - Complete Book of Camping; C. E. James, $2.65, Watts

O U T D O O R E D U C A T I O N

NATURE STUDIES

NATIVE TREE IDENTIFICATION	Local Forestry Official B - Backyard Trees; Hanniford Rush, $3.50, Macmillan B - Junior Science Book of Trees; Robert Lennon, $2.19, Garrard B. - First Book of Trees; M. B. Cormack, $2.65, Watts FF - Timbre of Our Times FF - The Colour of Life FF - The Changing Forest FF - A Tree Is A Living Thing FL - Physiology of Trees (Leaf notebook) FL - Why the Leaves Change Their Color (Fact sheet) FL - The Wonder of Trees (comic-book fashion) FL - Forests and Trees of the United States (Chart) FL - Growth of a Tree (Chart)
NATIVE BIRD IDENTIFICATION	Local Game Warden and Conservation Official B - Parrakeets; Herbert S. Zim, $2.95, Morrow B - Honker; Robert M. McClung, $2.95, Morrow B - Birds; Herbert S. Zim and Ira Gabrielson, $3.95, Golden Press

NATIVE BIRD IDENTIFICATION (continued)

B - Junior Book of Birds; Roger T. Peterson, $3.95, Houghton-Mifflin
B - Bird Watchers and Bird Feeders; Glenn O. Blough, $3.00, McGraw
B - Birds in Their Homes; Addison Webb, $3.50, Doubleday
FF - Birds of the Prairie Marshes

NATIVE ANIMAL IDENTIFICATION - Local Game Warden and Conservation Official

B - Animals in Winter
B - Possum; Robert M. McClung, $2.95, Morrow
B - Homing Pigeons; Herbert S. Zim, $2.95, Morrow
B - Owls; Herbert S. Zim, $2.95, Morrow
B - Here Come the Beavers; Alice E. Goudey, $3.12, Scribner
B - Insects; Herbert S. Zim and Clarence Cottam, $3.95, Golden Press
B - Everyday Animals, Gertrude E. Allen, $2.75, Houghton
B - Caterpillars and How They Live; Robert M. McClung, $2.95, Morrow
B - Turtles; Lois and Louis Darling, $2.95, Morrow
B - What Is a Frog; Gene Darby, Benefic
B - What Is a Turtle; Gene Darby
B - Animals in Winter; Henrietta Bancroft and Richard G. Van Gelder, $2.95, Crowell
B - About Garden Dwellers (earthworms, snails, pill bugs, lizards, and horned toad); Gertrude Gibson, $2.50, Malmont

LOCAL PLANT IDENTIFICATION

Local Conservation Officials

B - Wild Flowers; Millicent Selsam, $1.95, Doubleday
B - Tree Book of Weeds and Wild Flowers; Illa Podendorf, $2.50, Childrens
B - First Book of Wild Flowers; Betty Cavanna, $2.65, Watts
FF - Plant Growth
FL - How to Make a Plant Collection (booklet)

LOCAL FISH IDENTIFICATION	Local Game Warden B - Goldfish; Herbert S. Zim, $2.95, Morrow B - Fishes; Herbert Zim and Hurst H. Shoemaker, $3.95, Golden Press B - What is a Fish; Gene Darby, Benefic FF - Community Lake FF - World in a Marsh
POISON IVY GARDEN	
ANIMAL TRACKING (including plaster casts)	B - Big Tracks, Little Tracks; Franklyn M. Branley, $2.95, Crowell FL - Florida Animal Tracks (Brochure contains many Minnesota animals, also)
ANIMAL HIBERNATION	B - Winter Sleepers; Phyllis Sarasy, $3.50, Prentice-Hall
SCIENCE SCAVENGER HUNT	
SIMPLE ASTRONOMY	B - Andy's Wonderful Telescope; G. W. Schloat, $2.95, Scribner B - The Big Dipper; Franklyn M. Branley, $2.95, Crowell B - Worlds in the Sky; Carroll Lane Fenton and Mildren Adams Fenton, $3.29, Day FL - Astronomy and You (Booklet)
LISTENING TO NIGHT SOUNDS	
SEASONS OF THE YEAR	FF - Show
DESERTED BIRD NEST CONSTRUCTION (Also, observe birds making nests)	B - It's Nesting Time; Roma Gans, $2.95, Crowell B - Birds in Their Homes; Addison Webb, $3.50, Doubleday
MODIFIED WEATHER STATION (Reading temperature, barometric pressure, rainfall, etc.)	B - Flash, Crash, Rumble, and Roll; F.M.Brandley, $2.95, Crowell B - Rain and Hail; Franklyn M. Brandley, $2.95, Crowell B - Junior Science Book of Weather Experiments; Rocca V. Feravolo, $2.19, Garrard B - A Book to Begin on Weather; Leslie Waller, Holt

MODIFIED WEATHER STATION (continued)	B - True Book of Weather Experiments; Illa Podendorf, $2.50, Children's FL - How Temperatures Are Measured (pamphlet) FL - Instructions for Home Weather Forecasting (folder) FL - Daily Weather Map (chart)
WILDLIFE SANCTUARIES	Local Conservation Officials FF - Waterfowl - A Resource in Danger FF - Once Upon a Time FL - Habitat Improvement - Key to Game Abundance (booklet)
CONSERVATION	Local Conservation Officials FF - Adventuring in Conservation FF - Exploring the World About Us FF - The Heritage We Guard FF - Gifts of Tomorrow FL - Conservation Note Series (a leaflet series of 19 different topics) FL - Conservation Activities for Young People (booklet) FL - Forestry Activities - A Guide for Youth Group Leaders (booklet) FL - Teaching Soil and Water Conservation (classroom guide)
ENTOMOLOGY (Collecting, mounting, identifying)	4-H Guide for Special Education B - Fireflies in the Night; Judy Hawes, $2.95, Crowell B - Moths and Butterflies; Robert M. McClung, $2.95, Morrow B - The Story of Butterflies and Other Insects; Peter Fark, $3.95, Harvey
SENSORY EXPERIENCES (sound, taste, smell, feel, sight)	B - Find Out By Touching; Paul Showers, $2.95, Crowell B - My Five Senses; Aliki, $2.95, Crowell

OUTDOOR EDUCATION

HOME LIVING SKILLS

COOKING (Indoor)	FF - Beef, As You Like It FF - Potato Appeal FF - Maine Barbecue FF - Fresh Out of the Water FL - Better Breakfast Activities (16-page color chart) FL - 13 Easy Ways to Cook Eggs (leaflet) FL - How to Cook Macaroni Properly (chart)
HOUSECLEANING	FF - Hickory, Dickory, Housework
BEDMAKING	
CARE OF APPLIANCES	FF - P-7 Oven Magic
FOOD PLANNING	4-H Guide for Special Education FF - Stanley Takes a Trip FF - You're the Judge FF - How to Prepare Grapefruit FF - Mealtime Magician FL - Jane and Jimmy Learn About Fresh Fruits and Vegetables (12-page outline drawings) FL - Meat Snacks for Better Health (booklet) FL - Food Makes a Difference in Dental Health (chart) FL - A Basic Breakfast Pattern (chart)
PERSONAL HYGIENE AND FITNESS	FF - The Time of Our Lives FF - The Walking Machine FF - Is Smoking Worth It? FF - Learning to Brush FF - Good Looks FF - Introduction to Physical Fitness FF - A More Attractive You FF - Shake Hands With Your Feet FL - Physical Fitness Begins With Good Posture (poster) FL - Posture Growth Chart FL - Fitness of Our Youth (booklet) FL - Danger: Youth Lifting (leaflet) FL - Good Grooming Award (check chart) FL - Good Health Record (chart) FL - Good Grooming Poster (for boys)

HOME SAFETY	FF - The Challenge (Careless Fires) FF - Slips and Falls FF - Home Sweet Home (Home Accidents) FL - Clothing Can Burn (pamphlet) FL - School Safety Kit (posters) FL - Sparky's Handbook (a children's guide to fire safety) FL - Step to Home Safety (pamphlet) FL - Your Home Can Be As Safe As You Make It (check chart)
SIMPLE FIRST AID	FF - Checking for Injuries FF - Danger is Your Companion FL - The Breath of Life (pamphlet, mouth-to-mouth resuscitation)
SOCIAL PROBLEMS	FF - A Place Called Home FF - Misfit FF - Building Better Boys FF - The Litterbug
ADDITIONAL RELATED MATERIAL	FL - All About Minnesota (booklet) Minnesota, Land of 10,000 Lakes FL - Honor the Flag (chart) FL - Boys' Life (magazine) FL - Geographic School Bulletin (magazine) FL - United States Map (wall map)

OUTDOOR EDUCATION

LEARNING POTENTIALS OF THE LAND

GARDENING (Flower, vegetables, rock)	B - The Wonder of Stones; Roma Gans, $2.95, Crowell B - How a Seed Grows; Helene J. Jordan, $2.95, Crowell B - True Book of Plant Experiments; Illa Podendorf, $2.50, Childrens 4-H Guide for Special Education FF - How Does Your Garden Grow FF - Food and Soil FF - The Children's Garden (3 page, mimeographed) FL - Let's Collect Rocks (booklet)

LANDSCAPING	FF - How to Plant a Small Shade Tree
GATHERING AND PREPARING OF WILD FRUIT	FL - Edible Fruits of the Forest Trees (leaflet) FL - Grapes and Vines Booklet (booklet)
EVERGREEN TREE PRODUCTION	Local Forestry Official FL - Crop that Did Not Fail (comic-book fashion) FL - The Forest Adventures of Mark Edwards (32 page illustrated story book) FL - How Money Grows on Trees (comic-book fashion) FL - It's a Tree Country (40-page illustrated booklet)
CONDUCTING SOIL EXPERIMENTS (and seed planting in various soils)	Local Conservation Official FF - What is Soil? FL - Our Land and Its Care (72-page illustrated booklet)
TAPPING MAPLE TREES (if available)	FF - Maple Sugar FF - The Miraculous Maple Tree
FRUIT TREE PRODUCTION	Local Forestry and Conservation Officials FL - Busy Acres in Arkansas (booklet)

OUTDOOR EDUCATION

SEASONAL SPORTS

SWIMMING	FF - It's Fun to Swim FF - Be Water-Wise - Swimming FF - Teaching Johnny to Swim
FISHING	FF - Boy Meets Bass FF - Fishin' for Fun
BOATING	FF - Be Water Wise - Boating FF - Boating Safety FF - Oars and Paddles FL - Safety Ahoy (booklet) FL - Anchors Aweigh! (booklet) FL - Safety Poster on Boating (poster)

HIKING	FF - Scout in the Forest FF - Lost Hunter FF - Wilderness Quest
SKIING	FF - Here's Skiing FF - Ski FF - Ski Sense FF - A Turn is Born FL - Northland Ski Manual (24-page illustrated book)
ICE SAFETY	FF - Ice Rescue
TOBOGGANNING	
SNOWMOBILING	FF - Skee-Horsin' Around
ICE FISHING	FF - Winter Angling in Comfort
SLEIGH AND HAY RIDES	Local interest has been shown
ICE SKATING	FF - Figure Skating
SNOWSHOEING	FF - Winter World
ROLLER SKATING TRACK	
ARCHERY	FL - Helpful Hints on Archery (leaflet) FL - How to Shoot a Bow and Arrow (booklet)
BIKE TRAIL	FF - Wonderful World of Bikes FF - Magic of the Bicycle FF - Bicycle Rules of ~~the~~ Road FF - You and Your Bicycle FF - Stop and Go on a Bike FL - Hi, Bike Pilots! (brochure) FL - Teacher's Guide for Bicycle Safety Education (book)
GOLF RANGE	FF - Pointers on Par FF - Winning Secrets of Golf FL - Course Sense (pamphlet on golf safety)

SOAP BOX DERBY TRACK

AIR RIFLE SAFETY	Dasiy Company will furnish equipment FF - On Target for Safety (BB-gun) FF - Duck Hunting with Jimmy Robinson (including gun safety)
BAIT CASTING	Bait companies may furnish equipment. FF - Hook Line and What Knot? FF - Spotlight on Spinning
ADDITIONAL RELATED MATERIAL	FF - Snow Holiday FF - Having Fun in Wisconsin FF - Water Wisdom FF - Joy of Winter FL - Athletic Field and Court Booklet (32-page diagram booklet) FL - Care of Athletic Equipment (booklet)

OUTDOOR EDUCATION

NATURE CRAFTS

BIRD HOUSES	B - Crafts and Hobbies, Edited by Garry Winter, $3.50, Arco
BIRD FEEDERS	B - Crafts and Hobbies, Edited by Garry Winter, $3.50, Arco
PICTURE CRAFTS (using natural materials)	
SNOWSHOE CONSTRUCTION	B-- Crafts and Hobbies, Edited by Garry Winter, $3.50, Arco B - Complete Book of Camping, Leonard Miracle and Decker, $4.95, Harper
SHELL CRAFTS	B - Crafts and Hobbies, Edited by Garry Winter, $3.50, Arco
NUT CRAFT	B - Crafts and Hobbies, Edited by Garry Winter, $3.50, Arco
KITE CONSTRUCTION	B - Kites - How to Make and Fly Them, Marion Downer, $3.35, Lothrop

KITE CONSTRUCTION (continued)	B - A Guide to Nature Projects, Ted S. Pettit, $4.50, W.W.Norton
ADDITIONAL RELATED MATERIAL	FF - ABC of Hand Tools FF - Do-It-Yourself Aluminum FF - Taking the Hack Out of Hacksawing FF - The Use and Care of Twist Drills FL - How to Select, Use, and Care for Wood Bits (booklet) FL - The Little Carpenter (book)
PHOTOGRAPHY	4-H Material FF - Photographer's Children FL - Making and Using a Pinhole Camera (illustrated booklet)
LAPIDARY	
DOMESTIC ANIMALS	FF - Farm Animals FF - Sheep Shape FF - Cottontail FF - Bringing Up Your Puppy FF - Top Dog Events FF - We Share This Land 4-H Guide for Special Education FL - Care of Cats (pamphlet) FL - Care of Dogs (pamphlet) FL - Dog (color illustrations of 80 breeds) FL - How Smart Are You Around Animals? (illustrated leaflet) FL - Pets for Boys and Girls (booklet) FL - Your Hamster - Care and Feeding (pamphlet) FL - Teaching With Toads and Turtles (booklet) FL - What Do You Know About Animals? (leaflet) FL - You and Your Dog
HAM RADIO	FL - Ham Radio for the Whole Family (leaflet)

V. EVALUATION OF THE OUTDOOR EDUCATION PROGRAM

Evaluation of programs of outdoor education for the mentally retarded is somewhat uncertain as are most evaluations pertaining to the behavioral sciences.

If our primary objective, however, is to develop social adjustment within the individual, the camp setting and outdoor education center becomes a natural laboratory to observe such behavior. The mentally retarded do not basically learn best by being "told" or "shown" what to do. They must physically experience a given situation to attain comprehension and understanding. Within the aesthetic setting of a camp, they are able to experience things firsthand through outdoor education classes. Such a relaxed atmosphere usually allows for better individual and group counseling. Nature has a way of relieving our tensions and anxieties and as such we are better able to live with ourselves as well as being more considerate of our fellow men.

> The increased emphasis on school camping in the last decade has been one of the major and most promising frontiers of curriculum improvement. Schools have been criticized for maintaining a static curriculum in a changing and dynamic society. Outdoor education, especially school camping, offers a plan to breathe life into a rigid and static school program.
>
> The school camp provides an ideal setting for small group living twenty-four hours a day. It is a perfect laboratory for human relations where children live in close relationship with each other and with other groups, all faced (some for the first time) with the management of their own affairs. They plan their program, make the rules, plan the menus, and learn to accept, as well as delegate, responsibilities. Children are given an opportunity to learn many things firsthand through direct contact. They get at the source just as their teachers did. In this way, learning becomes interesting and children derive real and meaningful concepts.

Measurement and evaluation of pupil progress in outdoor education is a productive field for research. Little has been done to appraise the program and techniques of outdoor education in terms of the measurement of progress toward established objectives both of general education and outdoor education. Although empirical evidence builds a strong case for firsthand direct learning, there is a need for scientific evaluation of the school camping program and outdoor education experiences.

Both teachers and school administrators often fail to differentiate between measurement and evaluation. Teachers use measuring devices as ends in themselves. The pupils' score on a test too often becomes the most important goal of the educative process. Many teachers spend too much time debating whether Johnny should have a C+ or a B- on the report card and spend more time testing than they do teaching. The acquisition of knowledge and the understanding of how to use it is far more important to the pupil than the exact points scored on a test or where he ranks in his class.

Evaluation is more inclusive than measurement. Measurement is only a part of the evaluation process. It provides the information and data necessary for good evaluation. Measurement without evaluation and guidance is of little value.

(Freeberg and Taylor, 7: pp. 239, 240, 427)

VI. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. Outdoor education programs require the cooperation of national, state, and local agencies -- both professional and voluntary organizations.

2. Outdoor education is natural, plain, direct, and simple.

3. Outdoor education is a mutual process -- reuniting students with students, and students with teachers.

4. Outdoor experiences are important components in the "growing up" process.

5. It cannot be taken for granted that, somehow, today's children will have opportunity for outdoor learning and living.

6. The population growth in large cities has left many youngsters with very little contact with nature.

7. In most cases, learning is more effective in activity in doing or making things, rather than abstract study far removed from practical usage.

8. Outdoor education programs provide one of the few areas in which it is still possible to gain firsthand information -- a "learning by doing" process.

9. Both formal and informal classes are necessary in the development of outdoor education programs.

10. The school camp provides one of the few opportunities whereby a student teacher can get experience with a group of children in a "free" situation.

11. A well-structured program of outdoor education can make an average camp program an outstanding one.

12. Ample resource material is available to assist in conducting such programs.

13. Authorities in the field of camping and/or outdoor education have expressed a belief in the importance and feasibility of a year-round camping/outdoor education program for the mentally retarded.

14. Camping standards established by the American Camping Association have considerable implication for such programs with the mentally retarded.

15. Many seasonal camping programs are being conducted for the mentally retarded, although year-round programs in the northern locality of the United States have not developed beyond the "talking stage."

16. Because of the informal method of conducting outdoor education classes, each student may progress at his own rate or according to his own capacity.

17. There is less emphasis placed upon mastery of techniques, skills, and factual information in outdoor education classes. The latter are included, to be sure, but only as a means to an end, and not as ends in themselves.

18. The mentally retarded require an uncomplicated, unhurried method of instruction.

19. The mentally retarded possess a deep desire to become a part of an accepted group.

20. Simultaneous learning is learning to live better through association with others.

21. Mentally retarded individuals are too often excluded or sheltered from normal play activity.

22. It is possible to "over-help" the mentally retarded, making them too dependent upon our support.

23. The primary objective in working with the mentally retarded is to assist in their social adjustment and development:

a. to develop a feeling of self-worth

b. to develop a feeling of self-confidence and confidence in the instructor or leader.

c. to develop a consideration of one's fellow man.

d. to provide him with needed recognition.

24. The laws of Minnesota provide partial payment and/or reimbursement to any district or unorganized territory relating to special programs for the mentally retarded.

B. Suggested Programs of Operation

Camping and outdoor education programs for the mentally retarded can encompass several forms of operation.

The writer suggests the following programs, possibly of simultaneous operation on a year-round basis. Primarily designed for the institutionalized residents, implication for the retarded presently living within the community is also highly suggested.

1. One week programs for individuals considered capable of independent or semi-independent community living. Emphasis upon an outdoor education curriculum. Program content coordinated with special education classes of the parent facility as ~~well as formal~~ presentation at the camp setting. Various phases of the outdoor education curriculum necessitates repetition of attendance at the camp setting ~~approximately every six~~ weeks.

2. Two or three day Vacation Camping. Primarily ~~intended~~ for industrial residents who have little or no vacation opportunities. Less emphasis upon formal outdoor education classes, but including certain phases of the program. Participation for these individuals suggested every three to four months.

3. Day Camping Programs. Primarily intended for children participating in child development special education classes of the parent facility. Coordination of certain phases of the outdoor education curriculum necessary with instructors of said child development program. Such instructors would serve as the major counselors for field trip experiences.

4. Two or three day Independent Living Skills Camp. Conducted in separate units (aside from the main lodge complex). Six to eight individuals and one counselor living together with emphasis upon the home and camp living skills portion of the outdoor education curriculum.

5. Two or three day Overnight Tent Camping program. Considered an ultimate goal as individuals become proficient in various phases of the outdoor education curriculum.

6. Family Tent and Trailer Camping Area. Increasing interest in this activity necessitates consideration of such an area. Many parents of the retarded enjoy family camping, and would appreciate the opportunity of meeting other parents and friends of the retarded under the aesthetic atmosphere of this setting.

C. Recommendations

1. Utilize natural local facilities to their ultimate.

2. Maintain close relationship and coordination between program content as related to formal and informal settings.

3. The approach used in setting forth an outdoor education program must maintain a positive connotation.

4. Program innovation is essential. To be successful in working with the mentally retarded, the leader or instructor must be able to adapt, modify, and improvise.

5. Seek out talents of available personnel to provide maximum experiences toward the development of outdoor education programs.

6. Flexibility in time, talent, and space.

7. Maintain the topography in its natural aesthetic state.

8. Every effort should be made to remove the traditional "institutional atmosphere" in the proposed camp surroundings.

9. Integrate as much as possible the retarded individuals with other members of society living within the community.

10. Create an atmosphere which will provide the retarded individual with a needed "spark of life" through their relationship with the wonders of nature.

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